



NESTON  
HIGH SCHOOL



Neston High School  
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[www.nestonhigh.com](http://www.nestonhigh.com)

Headteacher: Mr K Simpson

## TEACHER OF LANGUAGES (Spanish) Application Pack



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**Open letter from Mr K Simpson (Headteacher)**

Dear Colleague,

Thank you for showing interest in our school and our community. Below I have outlined some key notes for you. This is in order to help paint the picture that this outstanding opportunity provides and allows you to appreciate the importance of this role. The successful colleague will join a dedicated team and become an integral leader, as we set out on a new adventure for all involved in the life of the school. For further information on the school, a more global understanding can be found from the website at [www.nestonhighschool.com](http://www.nestonhighschool.com).

Neston High School is a large 11-18 rural comprehensive school with 1739 students on roll. We are an oversubscribed school, serving not only our local families, but also students who travel from Chester, Wales, and the Wirral to be a part of our thriving community. In this school every student, every parent and every member of staff really does matter, as this partnership allows the greatest opportunity for all to flourish and grow.

It is a truly exciting time to be joining our school, with our state-of-the art £22 million new build and our recent accolades and successes. Every student is assured of an exciting, stimulating and challenging educational journey here at Neston and already since my own appointment I know all colleagues strive to ensure we provide the best opportunities for all our young people. I have now been in post since January 2019 and I am humbled and excited to be leading this well-respected learning organisation.

Kindest regards

A handwritten signature in black ink, appearing to read 'K Simpson'.

Keith Simpson  
Headteacher



**Departmental ambitions:**

- To inspire all students to enjoy Languages and fulfil their potential in the subject through stimulation and challenge, both inside and outside the classroom.
- To instil a sense of perseverance and a determination to overcome difficulties in the subject, but at the same time to make it exciting and accessible.
- To enhance students' learning in the subject using a variety of teaching methods and resources.
- To encourage students to develop their communicative skills, whilst also developing cultural awareness and independent learning techniques which can be transferred to a range of disciplines at school, university and beyond.

**About the Department.**

There are currently six full-time and three part-time teachers in the department. Teaching duties are generally shared across the whole range of year groups. The department is also ably supported by three foreign language assistants.

Colleagues in the department are encouraged to deploy as wide a variety of teaching techniques and resources as suits their individual skill sets.

The Languages curriculum is structured in such a way as to maximise student progress in the language(s) they study. In year 7, all students study 4 hours of Spanish per fortnight. In year 8, many students also take on French or German for 3 hours per fortnight, so that they can make good progress in this second language. Languages are not a compulsory option at GCSE or A-level, but uptake is healthy.

Independent study is encouraged by challenging homework tasks and independent learning materials that allow students to demonstrate their flair and creativity. Furthermore, students are regularly assessed using formative and summative assessment.

We offer a range of trips across all key stages and we strive to appeal to a wide spectrum of academic abilities and learning styles. Languages staff are dedicated, knowledgeable and always willing to offer constructive advice and support.

**Courses offered include:**

- A levels in French, German and Spanish (AQA): 9 lessons per fortnight with 2 teachers, as well as 2 extra lessons per fortnight with a Foreign Language Assistant
- GCSEs in French, German and Spanish (AQA): 5 lessons per fortnight

The successful applicant(s) will have the following attributes:

- a passion for languages and excellent subject knowledge,
- the ability to stimulate students' curiosity, interest and enjoyment,
- a willingness to work as part of a team, promoting the work of the department and contributing to its smooth running and development, a strong commitment to the extra-curricular work of the department.



**Teacher of Languages with Spanish Specialism**  
**Start date: 1<sup>st</sup> September 2021**

Do you have a passion for learning and strive to be an outstanding classroom practitioner?  
Do you create engaging and challenging experiences for your students?  
Do you have an excellent track-record of inspiring students to reach beyond their potential?  
Do you want to join a supportive and enthusiastic team striving to build upon their strengths?  
Do you want to join a heavily oversubscribed school in Cheshire with an excellent reputation?  
Do you want to join a large school that supports the professional development of their staff?

If you are excited by your answers to these questions, then you may be our next teacher to join our Languages team.

We are seeking to appoint a well-qualified and dynamic teacher of Spanish from September 2021.

Initially teaching across Key Stages 3 and 4, you should be enthusiastic, engaging and a passionate Hispanist, with an ability to captivate and inspire students while maintaining a positive, organised and resilient approach. You will be a key component in the success of languages in the school. The ability to offer a second language is desirable, though not essential.

We are a large and ambitious department that continues to offer three languages (French, German and Spanish) across Key Stages 3, 4 and 5. You will have access to a range of excellent facilities, and work closely with knowledgeable and experienced practitioners, who will support you in your role.

The post would be suitable for an NQT or experienced teacher

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The holder of this post will be required to work with children under the age of 18 in a position of trust and is therefore exempt from the Rehabilitation of Offenders Act 1974. The successful candidates will be subject to an enhanced Disclosure and Barring Service (DBS) check and satisfactory references.

The School is an equal opportunities employer.

**Closing Date: 9am on Thursday 20<sup>th</sup> May 2021**

**Proposed interview date: Tuesday 25<sup>th</sup> May 2021**

For full details of the post and application form please visit the school website:

<http://www.nestonhigh.com/page/?title=Vacancies&pid=20>

To obtain an application pack contact Mrs H Leadbetter at Neston High School on:  
[leadbetterh@nestonhigh.com](mailto:leadbetterh@nestonhigh.com) or on 0151 336 3902.

Applications should be returned FAO Mr K Simpson to [leadbetterh@nestonhigh.com](mailto:leadbetterh@nestonhigh.com)



Criteria	Essential	Desirable	Evidenced From?
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• A degree</li><li>• QTS in Languages</li></ul>	<ul style="list-style-type: none"><li>• Additional evidence of CPD in the area of Languages</li></ul>	<ul style="list-style-type: none"><li>• Application form</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Evidence of planning and delivering schemes of work and lessons</li><li>• A track record of high-quality teaching</li><li>• Ability to teach Languages at KS3, 4 &amp; 5</li></ul>	<ul style="list-style-type: none"><li>• Experience in an 11-19 school</li><li>• A track record of high-quality teaching</li></ul>	<ul style="list-style-type: none"><li>• Application form</li></ul>
<b>Abilities and Skills</b>	<ul style="list-style-type: none"><li>• To enhance the current school vision and ethos</li><li>• To positively impact on learning outcomes for students</li><li>• To lead and motivate students</li><li>• To provide appropriate support and challenge to students</li><li>• To take and act upon initiative</li><li>• To have a strong presence and maintain a high profile</li><li>• To safeguard and promote child safety and welfare</li><li>• To work with a variety of partners with an inclusive approach to learning and teaching.</li><li>• To prioritise and complete tasks</li><li>• Effective communication and listening</li><li>• A creative approach to problem solving</li><li>• Strong interpersonal skills</li><li>• Efficient resource management</li></ul>	<ul style="list-style-type: none"><li>• A good level of ICT proficiency</li></ul>	<ul style="list-style-type: none"><li>• Letter of application</li><li>• Selection process</li><li>• References</li></ul>
<b>Qualities</b>	<ul style="list-style-type: none"><li>• Clear commitment to achieving the best for all members of the school community</li></ul>		<ul style="list-style-type: none"><li>• Letter of application</li><li>• Selection process</li><li>• References</li></ul>

	<ul style="list-style-type: none"> <li>• Belief in inclusion, achievement and aspiration</li> <li>• Strong sense of community</li> <li>• Strong sense of justice and mutual respect</li> <li>• A dynamic approach</li> <li>• Sense of perspective</li> </ul>		
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Current thinking and initiatives around Languages and the National curriculum assessment.</li> <li>• Effective teaching and learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• School performance data</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Selection process</li> <li>• References</li> </ul>





**Job Title:** Teacher of Languages

**Responsible to:** Head of Department / Senior Leadership Team Line Manager

### **OVERALL RESPONSIBILITY**

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to 'Keeping Children Safe in Education' and 'Working together to Safeguard Children' as well as the Prevent Duty.

### **SECTION 1 - GENERAL TEACHING DUTIES**

#### **Teaching and Learning**

1. Manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
4. Set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
5. Work with EAL/SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Support individual learning, including pupils on the subject gifted and talented register, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
7. Work within the Assessment for Learning Strategy, using clear and precise learning objectives and defining criteria for success for each lesson.
8. Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Improvement Plan and implementing and monitoring change.
9. Implement new initiatives, school, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
10. Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
11. Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem.

#### **Monitoring, Assessment, Recording, Reporting, and Accountability**

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Track pupil progress, monitoring achievement against targets set, and take appropriate action on pupil outcomes.
3. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
5. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
6. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

### **Subject Knowledge and Understanding**

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy in the subject area.
3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
4. Keep up-to-date with technological change and the use of technology to enhance delivery, and pupil access, to the subject.

### **Professional Standards and Development**

1. Be a role model to pupils through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and Departmental Portfolio contents and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
5. Establish effective working relationships with professional colleagues and associate staff.
6. Be involved in extra-curricular activities such as contributing to after-school clubs and visits.
7. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current legislation.
8. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
9. Be aware of the role of the Governing Body of the School and support it in performing its duties.
10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.
11. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:
  - have SEN;
  - are gifted and talented;
  - are not yet fluent in English.

### **Health and Safety**

1. Undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.
4. Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

### **Continuing Professional Development**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
7. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.
8. Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.
9. Contribute to the professional development of colleagues, especially NQTs and ITTs.
10. Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

**N.B:** Every subject teacher will be expected to have pastoral responsibilities - detailed separately.



## **SECTION 2 - ADDITIONAL DUTIES FOR THIS POST**

The following tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's professional development programme.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.